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ABSTRACT

A description is given of a course for secondary education majors that is required in the sophomore year. The course combines techniques from microteaching and interaction analysis. A period of clinical experience is included, offering an opportunity for students to observe secondary teachers while acting as teacher aides. They thus became aquainted with the actual duties of the teachers as well as their classroom techniques and behaviors. The intensive study of teaching skills coupled with extensive clinical experiences produces a mutual reinforcing effect. The students relate both positive and negative secondary school teacher behaviors observed during their clinical experiences to the microteaching skills and interaction analysis study. It is felt that requiring this course in the sophomore year prepares them for a more rewarding student teaching period. (JD)

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AN EXEMPLARY INTRODUCTORY COURSE FOR SECONDARY EDUCATION MAJORS

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AN EXEMPLARY INTRODUCTORY COURSE

FOR SECONDARY EDUCATION MAJORS

The purpose of this paper is to describe as fully as possible an introduction to secondary education course which has been extremely successful at The University of Alabama. In actual practice, students register for two courses which are taught simultaneously. The two courses are: 1) CSE 289 - Clinical Experiences in the Secondary School, three semester hours; and 2) CSE 290 - Principles of High School Teaching, four semester hours. Throughout this paper these two courses will be referred to as "the 289-290 Block".

Background Information

Until the spring semester, 1976, The University of Alabama Secondary Education Program was traditional in nature and had remained largely unchanged for many years. Students normally took the following sequence of professional education courses:

Freshman year - Elementary Psychology - 3 hours

Sophomore year - Educational Psychology - 3 hours

Foundations of Education - 3 hours

Junior year - Methods of Teaching - 3 hours

Senior year - Student Teaching - 12 hours

Post Student Teaching - 3 hours

This sequence of courses presented several problems for both students and faculty, and produced an end product of prospective first year teachers who were, in some ways, inadequately prepared. The major problems encountered included:

1. Other than a few brief periods of observation in the public schools associated with the Methods of Teaching course, students had no extensive contact with secondary teachers and students prior to their student teaching.
2. Because of problem 1, the Elementary Psychology, Educational Psychology,

Foundations of Education (history, philosophy, and sociology of education), and Methods of Teaching courses were almost exclusively theory oriented. Students had little or no experiences with teachers and students which could be used to help relate their theoretical classroom learning to the real world of secondary teaching.

3. The College of Education at The University of Alabama is a large, complex organization. The faculty teaching the freshman and sophomore courses had little contact with the Secondary Education faculty teaching the Methods of Teaching courses. The Secondary Education faculty had only one semester prior to student teaching, the Methods of Teaching course, in which to learn the strengths and weaknesses of the students and to get to know them as individuals. This one semester of close contact proved inadequate in helping faculty properly advise and work with students prior to and including Student Teaching in the senior year.

4. Students were admitted to the Teacher Education Program at the completion of the Educational Psychology course. The Secondary Education faculty administered the admission process largely from information on transcripts and other records without having had the student in class and, in many instances, without knowing anything concrete about the student as a person or about his/her desire to become a teacher.

5. The Methods of Teaching course in the junior year was inadequate in providing time to present all of the methodology content and in tieing together knowledge from previous professional education courses. Faculty in Secondary Education felt that they were attempting to accomplish too many instructional objectives in one course.

6. The Post Student Teaching course was supposed to be taken during the semester following Student Teaching. The intent of this course was to give the student an opportunity to reflect on his/her student teaching experience, further explore the role of the secondary teacher, and, in

general, integrate to the extent possible all prior professional learning/experiences. For several reasons, this course was unsuccessful in meeting most of its objectives. For the most part, students did not like the course, felt it added nothing to their professional preparation, and criticized it strongly through both formal and informal channels.

These problems with our curriculum led to some serious study of possible solutions. During the period from about 1972 through 1975, we had experimented with various methods of improving teaching skills with students enrolled in student teaching. This work was done during the twice weekly student teaching seminar. While some success was achieved, we realized that extensive work in the area of basic teaching skills and behaviors should be undertaken before student teaching and then reinforced and enhanced during student teaching.

The analysis of our curriculum and the experimentation with student teachers led us to the following conclusions regarding revision of the curriculum:

1. The Post Student Teaching course should be eliminated.
2. Some mechanism should be devised to give students extensive clinical experiences as early in their sequence of professional courses as possible. To do this, some method had to be created to capture the students' time. In addition, local secondary teachers would have to accept the students into their classrooms and involve them in their instructional program.
3. The students should have extensive instruction in basic teaching skills and behaviors. This work would have to be general in nature in order to serve students from each academic area of study in the Secondary Education Program. This work should occur early in the students' curriculum to reinforce the concepts being taught in other professional education courses and to better prepare the students for both the Methods of Teaching course and Student Teaching.

4. A course or courses would have to be developed which would fit into the existing graduation requirement of 128 semester hours. This meant elimination of some existing parts of the curriculum in order to implement the new course or courses.

Basic Teaching Skills and Behaviors

As previously mentioned, Secondary Education faculty had experimented with various methods of improving the basic teaching skills and behaviors of student teachers. The Amidon-Flanders system of interaction analysis (see Table 1 and Appendix A) had been used for several years to improve the verbal behavior of student teachers. The results of this work were generally favorable and the use of interaction analysis as a training method was continued. In 1972, a complete set of the Stanford University Microteaching films (see Table 2 and Appendix B) was acquired along with four video tape recorders. For several years, the teaching skills identified by the Stanford films were used with student teachers as a part of their student teaching seminar.

Our experience with microteaching and interaction analysis led us to combine the two techniques. The general feeling that the two techniques complemented each other, and that the combination was effective was confirmed by the doctoral dissertations of Miss Joan Chilcoat (1975), Mrs. Joyce Lackie (1978), and Mrs. Jean Dunn (1978).

The professional literature contains a great deal of information regarding microteaching and interaction analysis. An in-depth discussion of these writings would represent a rather lengthy presentation at this point. Instead of such a discussion, the following pages will be used to detail how microteaching and interaction analysis are combined in the 289-290 Block. It should be noted that there are numerous approaches to microteaching and dozens of interaction analysis systems. Persons interested in either or both of these topics are encouraged to review the literature.

Interaction Analysis

The interaction analysis system used in the 289-290 Block is the Amidon-Flanders 10 category system (Amidon and Flanders, 1971). The 10 category system is listed in Table 1. There are, in our opinion, several advantages possessed by this system:

1. It is relatively simple to learn and to use.
2. The system has a large number of relatively inexpensive teaching aids (see Appendix A for a complete list of materials).
3. The skill exercises and games associated with number 2 above are effective in teaching the categories of the system and in teaching students to both recognize the categories and to properly use the categories in their own verbal teaching behavior.
4. The ten major categories and the subcategories associated with each relate directly to a number of the specific teaching skills included in the Stanford University microteaching films.

The students in the 289-290 Block memorize the ten categories of the Amidon-Flanders system. During the first week of classes, time is devoted to recognition of the categories. Students are taught to recognize and associate category numbers with category names and vice versa. Students practice exercises in which they learn to distinguish one category from the others. Students practice creating teacher-student dialogue using a specific pattern of teacher and student verbal behavior. Students are given printed scripts of classroom lessons involving a teacher and several students; they code this interaction using the ten category system. The class is taught how to record interaction analysis data on to a 10 by 10 matrix and to analyze the resulting matrix in order to interpret patterns of teacher and student verbal behavior.

The majority of the 289-290 instruction in interaction analysis is conducted during the first and second weeks of the semester. However, this work is

Table 1

EXPANDED INTERACTION ANALYSIS CATEGORY SYSTEM

TEACHER TALK	1.	ACCEPTS STUDENT FEELINGS
		1a -- Acknowledges feelings.
		1c -- Clarifies feelings.
		1r -- Refers to similar feelings of others
	2.	PRAISES
		2w -- Without criteria
		2P -- With public criteria
		2p -- With private criteria
	3.	ACCEPTS STUDENT IDEAS
		3a -- Acknowledges ideas.
		3c -- Clarifies ideas.
		3s -- Summarizes ideas.
	4.	ASKS QUESTIONS
		4f -- Factual questions
		4c -- Convergent questions
		4d -- Divergent questions
		4e -- Evaluative questions
	5.	LECTURES
		5f -- Factual lecture
		5m -- Motivational lecture
		5o -- Orientational lecture
		5p -- Personal opinion lecture
	6.	GIVES DIRECTIONS
		6c -- Cognitive directions
		6m -- Managerial directions
	7.	CRITICIZES
		7w -- Without criteria
		7P -- With public criteria
		7p -- With private criteria
STUDENT TALK	8.	STUDENT TALK, PREDICTABLE
		8f -- Factual student talk
		8c -- Convergent student talk
	9.	STUDENT TALK, UNPREDICTABLE
		9d -- Divergent student talk
		9e -- Evaluative student talk
		9i -- Student-initiated talk
NO TALK	10.	SILENCE OR CONFUSION
		10s -- Silence
		10c -- Confusion

*10 without a subcategory letter indicates:
A change of speakers in student-to-student interaction, and the beginning and end of a coding sequence in matrix construction.

Source: Amidon, Edmund, Amidon, Peggy, & Rosenshine, Barak SKIT Work Manual, Minneapolis: Association for Productive Teaching, 1969.

continually reinforced throughout the semester. This is especially true for those instances where interaction analysis categories and microteaching skill topics are similar or the same. Examples of this overlap include questioning skills, reinforcement skills, and lecturing or information giving skills. In addition, a number of assignments associated with the clinical experiences component of the 289-290 Block reinforce the students' study of teacher verbal behavior.

Microteaching

The teaching skills taught to students in the 289-290 Block come from the research of Dwight W. Allen and others at Stanford University (see Appendix B). Eighteen teaching skills were identified. A short (10 to 12 minutes) 16mm film is available for each of the teaching skills. The list of these teaching skills is given in Table 2 . Each film introduces and describes the particular teaching skill and illustrates the skill with a short teaching episode in which a teacher teaches a group of four or five students. In this short lesson the teacher demonstrates use of the teaching skill.

During the 289-290 course approximately 10 of the 18 microteaching skills are microtaught. The usual pattern is to introduce the particular teaching skill to the class, show the film, discuss the teaching skill with the class, and answer questions regarding how the skill may be used in various teaching situations. The students are then asked to prepare a five to eight minute lesson during which they practice the skill. This procedure is conducted through peer group microteaching in which one student plays the role of teacher and the remainder of the students in the group role play the part of secondary school students. The microteaching film is shown and the lesson assignment is usually made two to three days in advance of the actual microteaching.

Of the 18 microteaching skills, the following skills are normally used:

Table 2

MICROTEACHING SKILL TOPICS FOR WHICH
INTRODUCTORY/EXAMPLE FILMS ARE AVAILABLE

Verbal Responses
Nonverbal Responses
Verbal and Nonverbal Responses
Set Induction
Stimulus Variation
Closure
Fluency in Asking Questions
Probing Questions
Higher Order Questions
Divergent Questions
Reinforcement
Recognizing Attending Behavior
Silence and Nonverbal Cues
Cueing
Completeness of Communication
Lecturing
Use of Examples
Planned Repetition

Source: See Appendix B

1. Fluency in Asking Questions
2. Probing Questions
3. Higher Order Questions
4. Divergent Questions
5. Set Induction
6. Stimulus Variation
7. Closure
8. Reinforcement
9. Lecturing
10. Use of Examples

In addition to the specific skills listed, students microteach a 10 to 12 minute lesson in which they practice each of the teaching behaviors labeled by the Amidon-Flanders Interaction Analysis system as indirect teacher influence. These verbal behaviors are: Category 1 - Accepting Student Feelings, Category 2 - Praise, Category 3 - Accepting Student Ideas, and Category 4 - Asking Questions. This microteaching session is an important one as it ties together those positive teacher verbal behaviors identified by interaction analysis and the microteaching skills of Reinforcement, Fluency in Asking Questions, Probing Questions, Higher Order Questions, and Divergent Questions.

Another microteaching lesson which combines several of the skill topics is normally assigned. After students have microtaught the individual skills of Set Induction, Stimulus Variation, Closure, and Lecturing, they are asked to video tape a 10 minute lesson in which they demonstrate each of the four skills in an integrated manner. This combined lesson gives the students an additional opportunity to practice the four skills and offers experience in the blending of various skills into a unified instructional plan. This type of unification of the various teaching skills and positive teacher verbal behaviors is encouraged throughout all aspects of the microteaching segments of the 289-290 Block.

At the end of the semester each student presents a 20 minute microteaching lesson during which as many as possible of the interaction analysis and microteaching skills are used.

Throughout the semester, all microteaching lessons are video taped and played back for critique by the student, other students in the group, and by the course instructor assigned to the group. Students who miss an assigned microteaching lesson or students who do not perform a particular assignment satisfactorally are given a chance to repeat the microteaching on one of several make-up days.

Several of the films in the microteaching series present teaching skills that are very difficult to perform in a microteaching environment, are of lesser value than other skills, or are difficult to work into the course schedule. These teaching skill films are usually shown to the class and thoroughly discussed, but no actual microteaching lesson is assigned. These teaching skill films are: Verbal Response Repertoire, Nonverbal Response Repertoire, Verbal and Nonverbal Response Repertoire, Recognizing Attending Behavior, Silence and Nonverbal Cues, Cueing, Completeness of Communication, and Planned Repetition.

The above teaching skills, though not normally microtaught, are far from being excluded from the course. The students incorporate many of these skills into the microteaching lessons for other, assigned skills, and they often discuss the use or lack of use of these skills they have observed in their clinical placements.

Other 289-290 Block Course Content

In preparation for their first clinical placement, the 289-290 Block students attend an audiovisual workshop. The workshop is conducted during four consecutive days of class, and thus, totals eight hours of instruction. The topics of the workshop, taught one per day, are as follows:

1. Production of Teacher Made Materials - includes thermal transparencies, color lift transparencies, thermal mimeograph stencils, and spirit masters,

use of overhead projector, and lamination of materials.

2. Reproduction of Materials - contains preparation of mimeograph stencils and spirit masters, operation of mimeograph and spirit duplicators, and production of multicolor materials.
3. Audiovisual Hardware - includes how to operate and troubleshoot 16mm and 8mm movie projectors, filmstrip projectors, slide projectors, overhead projectors, opaque projectors and audio tape recorders.
4. Video Tape Hardware - consists of the operation of reel to reel and cassette video tape recorders, cameras, and television monitors.

The audiovisual workshop serves several purposes. The students gain skills which they use in their clinical placements as teacher aides. The knowledge and skills regarding media assists the students in the planning and presentation of their microteaching lessons. The students' ability to operate the video tape equipment eliminates some of their fears about their initial microteaching and frees the course instructors of the responsibility of total operation of the equipment during microteaching sessions.

The audiovisual workshop is conducted in cooperation with the University's Educational Media Department. A 27 page guide on comparative educational media has been prepared and is given to the students prior to the start of the workshop.

Prior to their first microteaching assignment, the students are taught the basic elements of lesson planning. This work is reinforced throughout the course as plans for microteaching sessions are continuously evaluated.

Students are introduced to different philosophies of and approaches to classroom management and discipline. A part of this instruction consists of the Withitness Module developed by the Utah Protocol Materials Project at Utah State University. The Withitness Module consists of a series of written exercises and a 16mm film which demonstrate several types of classroom management techniques: Desist, Suggest Alternative Behavior, Concurrent

Praise, and Description of Desirable Behavior. The students practice identifying these teacher behaviors through written exercises. A short microteaching lesson is conducted with the teacher using the various techniques to control the behavior of unruly students. Of course, the parts of teacher and students are role played by the 289-290 Block students and everyone has a good time displaying his/her particular form of unacceptable behavior.

Clinical Experiences in the 289-290 Block

Many public school teachers have complained that collegiate level teacher educators "dump" their students in public schools for observation and participation activities with little or no advanced preparation of the students, with few or no concrete objectives for the clinical placement, with no provisions for supervision of the students during the clinical experience, and no evaluation procedures for the effectiveness of the clinical experience. The CSE 289-290 Block has attempted to eliminate these and similar criticisms. In designing the Block, numerous meetings were held with teachers, principals, and central office personnel of the two local school systems. From these meetings the following understandings were formulated:

1. Passive observation in the school for short periods of time had little value for the teacher education student.
2. The clinical experience should be long enough for the teacher education student to get an understanding of the day to day operation of the school and the responsibilities of the teachers.
3. The public school teachers should receive some positive benefits as a result of agreeing to have a clinical experiences student placed in their classroom.
4. All placements of students should be approved in advance by both the school principal and the classroom teacher.
5. The clinical experience students should be supervised by their university instructors.

6. The classroom teacher should be involved in the evaluation of the student in the clinical placement setting.

These items were incorporated into the design of the clinical experiences component of the 289-290 Block. It was decided that maximum involvement of the student in the clinical setting and maximum benefit to the classroom teacher could be achieved by having 289-290 Block students serve as teacher aides. While working in the schools, these teacher aides would be supervised by the instructors of the Block.

Each student is placed in local public schools for two separate clinical experiences. Students are placed for a four week period of time with a teacher in their academic major in both a senior and a junior high school/ middle school. For students in majors, such as Business Education, where there is no junior high school/middle school program, placements are generally made in two diverse situations; for example, one placement with a teacher in a conventional high school and one placement with a teacher in a vocational school.

The two clinical experiences placements, four weeks in a middle school/ junior high school and four weeks in a senior high school, serve several purposes:

1. The 289-290 Block student experiences two different school climates.
2. The student has the opportunity to work with two different age levels of secondary student.
3. The student works with two teachers who may differ in their teaching styles, their approaches to the curriculum, their methods of classroom management, etc.
4. The student has in-school experiences which may lead him/her to prefer the teaching climate in one level of secondary schools. Thus, the student can later request an assignment for Student Teaching at the middle school/junior high school level or the high school level based on

concrete experiences.

The University of Alabama is located in Tuscaloosa, Alabama. The two local school systems, Tuscaloosa City Schools and Tuscaloosa County Schools, have a combined total of eleven high schools, junior high/middle schools, and vocational schools within a 10 mile radius of the campus. These schools serve as the sites for all clinical experiences placements for the 289-290 Block.

While in their clinical experiences placements, students do not sit and simply observe. The students are assigned as teacher aides, and as such, perform a wide variety of tasks for their teachers. Students typically are involved in normal classroom chores such as calling roll, grading papers, typing tests, reproducing tests or other handout materials, assisting with the preparation and use of audiovisual hardware and software, acting as tutors for individuals or small groups of students, and, in general, assisting the teacher in any way possible.

During their clinical assignments, the students have a number of reports to complete regarding their school and teacher. These reports are turned in at specified times during the semester and are discussed by the students. Through these discussions the students realize that there are differences in method of operation from school to school, from teacher to teacher, and from subject area to subject area.

During the first four-week clinical experience, students complete reports on the following topics:

1. The Teacher's Extra Duties - includes before and after school duties, extracurricular activities, field trip supervision, lunchroom/hall supervision, etc.
2. School Regulations - contains teacher and student dress codes, attendance, suspension, expulsion, pregnancy, corporal punishment, participation in school organizations, school automobile policies, etc.

3. Lesson Observation - includes a written narrative concerning the teacher's use of motivational techniques, questioning techniques, overall verbal behavior, use of teaching aids, teaching methodology, evaluation techniques, etc.
4. Teacher's Classroom Procedures - consists of classroom discipline, seating arrangements, late and missed assignments, homework, distributions of materials, record keeping, etc.
5. School Pupil Personnel Services - includes a student investigation and report on counseling services, medical services, pupil records, report cards, lunch program, teacher assignments, etc.
6. Library Facilities - contains how teachers use the library in teaching, services offered to teachers and students, print and non-print materials in the student's teaching field, etc.
7. Instructional Activities - includes a written narrative describing the student's (teacher aides) involvement in the instructional process. Topics include helping with group work, tutoring individual students, teaching small segments of a lesson or the entire class period.

During the second four-week clinical experience, students complete reports on the following topics:

1. Teacher's Classroom Management Techniques - includes how the teacher handles minor and major discipline problems, how the teacher seeks to prevent classroom discipline problems through verbal and nonverbal means, use of motivational techniques, use of humor, etc.
2. Teacher Supportive Behavior - consists of methods of set induction, closure, use of teacher originated cues, group process or other activities used by the teacher to create or maintain student interest, etc.
3. Classroom Stimulus Variation - includes how the teacher uses a range of different classroom modes of communication, different interaction styles, various sensory channels, diversity of teaching methods, review

and study techniques, etc.

4. Teacher Use of Silence and Nonverbal Cues - contains teacher use of silence (or wait time) in questioning and classroom discussion, use of nonverbal head and body movements, facial expressions, etc.

5. Teacher Walking Map - consists of a student drawn map of the classroom and the recording of the teacher's movements for the class period, the analysis of these movements and comments on how the movement pattern may or may not have effected the lesson being taught.

6. Classroom Interaction Pattern - is a student drawn map of the classroom which is divided into twenty-five equal segments (a five by five grid). The verbal communication pattern is then charted for one class period. The student analyzes the spread and distribution of classroom interaction and any implications this pattern may have for the instructional process.

7. Analyzing Verbal Behavior - during a class discussion the student codes teacher questions using the Amidon-Flanders subcategories for category 4. The student then analyzes the teacher's level and range of questions. An optional activity is the coding of 15-20 minutes of classroom interaction using the full 10 category Amidon-Flanders interaction analysis system. The student then places the data on a matrix and analyzes the verbal behavior of the teacher during the lesson.

8. Instructional Activities - includes a written narrative describing the student's (teacher aides) involvement in the instructional process. Topics include helping with group work, tutoring individual students, teaching small segments of a lesson or the entire class period.

At the end of each of the four-week clinical experience placements, the

student's teacher evaluates the student in terms of his/her performance as a teacher aide and provides a list of the various activities in which the student has been involved.

Scheduling Format for CSE 289-290

Two scheduling problems had to be addressed in the design of the 289-290 Block: 1) how to capture student time in an organized manner in order to both teach the content of the Block, and to get in two extensive clinical experiences placements, and 2) what course or courses would be eliminated from the old curriculum to make room for the 289-290 Block.

The first problem was solved by having students register for two hours of class, five days per week and a two hour laboratory class one day per week. The two hour per day, five days per week format provided maximum flexibility for scheduling on-campus classes and for scheduling extensive clinical experiences. The two hour time block was especially important because it gave students time to travel to a local school, spend a full class period or more with a teacher, and have travel time to return to campus for the students' next scheduled course. The two hour time block was also important because it provided sufficient time to microteach a five to eight minute lesson for each student in a group of five to six students and immediately play back the video tape for a critique of each student's performance.

During the two clinical experience placements of four weeks each, the students are with their public school teachers during the two hour block of class time each day. The one day per week laboratory class is scheduled from 3:30 to 5:30 PM. In this way the laboratory meeting time does not interfere with most other University classes a student might wish to schedule, and it does not interfere with any clinical experience placement times in the schools. The laboratory class is used to review the students' impressions of their clinical experiences and to discuss the various reports they are required to complete concerning their school and teacher. In addition, as time permits,

the laboratory class meetings can be used to continue the interaction analysis/microteaching course content, to video tape new teaching skill lessons, and to allow students to reteach any skill lessons in which they may need additional work. The laboratory class normally meets only during the eight weeks of clinical experience placement. However, the students' time is captured in their overall schedule of courses and can be used if necessary.

The second problem of what to eliminate from the original curriculum, was solved in the following manner:

1. The three semester hour Post Student Teaching course was dropped.
2. Student Teaching was cut from a 15 week, 12 semester hour course to an 11 week, nine semester hour course.

The net gain in semester hours was six. The decision to make CSE 289-290 total seven semester hours of credit was made on the basis of the extensive class, clinical experience, and laboratory hours involved in the total Block program. The final result was an increase in the total graduation requirement from 128 semester hours to 129 semester hours. This increase of one hour has not presented any major problem. The only significant complaint is from students who feel the 289-290 Block should carry more hours of credit for the time and work involved.

The decision to cut three hours of credit from Student Teaching was difficult to make. The reduction in Student Teaching from a 15 week, full time experience to an 11 week, full time experience was rationalized on the basis of the benefit to the student resulting from early and comprehensive clinical experiences. The decision has proven productive as students now enter Student Teaching much better prepared to assume a teaching role. The loss of four weeks of student teaching time is more than compensated for in the students' increased level of knowledge in the overall operation of the school, the role of the teacher, the nature of the curriculum and the nature and characteristics of secondary school students.

In order for students to have a fully scheduled semester at the time they student teach, the Foundations of Education course has been moved from the sophomore year and is taken concurrently with student teaching. In practice, the students attend class for the Foundations of Education course the first two and last two weeks of the semester and student teach during the 11 weeks in the middle of the semester.

The following is an outline of the normal sequence of events in the 289-290 Block over the 15 week semester.

Week 1, 2, 3	Class is held two hours per day, five days per week.
Week 4, 5, 6, 7	First clinical experience placement. Students are scheduled with their secondary school teachers for approximately two hours per day, five days per week. Students meet in a 3:30-5:30 PM laboratory one day each week.
Week 8, 9, 10	Class is held two hours per day, five days per week.
Week 11, 12, 13, 14	Second clinical experience placement. Students are scheduled with their secondary school teachers for approximately two hours per day, five days per week. Students meet in a 3:30-5:30 PM laboratory one day each week.
Week 15	Class is held two hours per day, five days per week.

In order to meet the goals of early and extensive clinical experiences and work in the development of effective teaching skills and behaviors as early as possible in the students' professional education course sequence, the CSE 289-290 Block is designated a sophomore level course. The Educational Psychology course is taken prerequisite to or concurrently with the 289-290 Block.

A student is still admitted to the College of Education's Teacher Education Program at the completion of the Educational Psychology course. However, retention in the Teacher Education Program is contingent on successful

completion of the 289-290 Block.

Students who transfer to the University of Alabama from a junior college at the end of their sophomore year may take the 289-290 Block during a summer term or the first semester of their junior year. This arrangement allows most transfer students time to take the 289-290 Block prior to the Methods of Teaching course and enables them to graduate in the normal four years.

The CSE 289-290 Block is taught each fall and spring semester and during the summer semester. The summer semester is arranged concurrent with the schedule of local secondary school summer classes so clinical experiences may be provided.

Staffing for the 289-290 Block

Extensive microteaching, if done properly, is a time consuming process. The making and critiquing of video taped mini-lessons requires a very low student - instructor ratio. Experience has shown that a group of five or six students can video tape five to eight minute lessons and receive feedback concerning their performance in approximately two hours. Consequently, the CSE 289-290 Block is staffed with one instructor for each five or six students enrolled.

Normally, two sections of the 289-290 Block are offered each fall and spring semester. One class section meets Monday through Friday from 8:00-10:00 AM with a laboratory scheduled each Monday from 3:30-5:30 PM. The other section meets Monday through Friday from 1:00-3:00 PM with a laboratory scheduled each Tuesday from 3:30 to 5:30 PM. Normal enrollment in each class section is held to a maximum of 25 to 30 students.

The instructional staff consists of full time Secondary Education faculty and doctoral level graduate assistants. One of the instructors normally assumes the leadership role in organizing and scheduling the teaching sequence. However, the teaching of interaction analysis, introduction and discussion of particular teaching skills, leading clinical experiences seminar discussions,

etc. is shared by the various instructors.

At the start of the semester, each instructor is assigned five or six students as his/her microteaching group. All instructors work together during those times the class meets as an entire group, and then, work with their individual groups for microteaching. Each instructor is responsible for the video tape critique of the students in his/her group. However, at several points in the semester, combinations of instructors work together to evaluate the microteaching presentations of their collective students. Each student's final 20 minute microteaching lesson is evaluated by at least three instructors. This joint evaluation by staff members allows everyone involved with teaching the 289-290 Block to get to know all of the students as individuals and to ascertain the strengths and weaknesses of each student.

At various points in the semester, the student make-up of the various microteaching groups may be altered. This mixing of instructors and students allows maximum exposure to interaction and teaching styles on the part of everyone involved in the 289-290 Block.

Students in the 289-290 Block may have any of the following academic majors: English, Journalism, Speech Communication and Theatre, Social Studies, (concentrations in Anthropology, Economics, Geography, History, Political Science, or Sociology), Mathematics, Biology, Earth Science, Chemistry, Physics, Composite Science, French, Spanish, Latin, German, Art, General Business Education, Secretarial Education, Distributive Education, Industrial Arts Education, Trade and Industrial Education, and Home Economics Education. This broad mix of majors adds a necessary dimension of variety to the 289-290 Block. Microteaching groups are formed with a mix of students with various majors. This allows students' insight into the contribution of each teaching field to the total secondary school program; this is especially true during group discussions of the students' experiences in their clinical placements. The mixing of academic majors within the various microteaching groups also

allows a great deal of realistic teaching to take place during microteaching sessions. Since the students take the content for their microteaching lessons from their academic major, realistic role playing on the part of teacher and the part of student is more easily achieved.

It should be mentioned here that there are four academic majors in the Secondary Education Teacher Certification Program not served by the 289-290 Block. These majors are Physical Education, Health Education, Instrumental Music, and General (Choral) Music. Students in these areas of certification receive exposure to teaching skills and clinical experiences through professional education courses designed specifically for their particular major.

The various academic majors of students and the mix of full time faculty and graduate teaching assistants in the 289-290 Block have helped solve some of the problems of the original curriculum. Specifically:

1. Previously students from various academic majors did not get to know each other very well. Their close association in the 289-290 Block alleviates part of this problem.
2. The full time Secondary Education faculty who teach the specialized academic Methods of Teaching courses (English, Social Studies, Foreign Language, etc.) get to work with their students in the 289-290 Block as sophomores, in the Methods of Teaching course as juniors, and in Student Teaching as seniors. This longer period of contact with students has proven most beneficial for the entire Secondary Education Program. In addition, faculty members get to know students outside of their particular academic area. Of course, this longer period of contact with and knowledge about the faculty members is positive from the student's point of view.
3. The CSE 289-290 Block offers excellent, practical training experiences in undergraduate teacher education for doctoral level graduate students. The graduate teaching assistants have an opportunity to teach

undergraduate students, to sharpen their own teaching skills, to become proficient in the critique of teaching skills and behaviors, to work with public school teachers as they supervise the clinical experiences portions of the 289-290 Block, and to work very closely in a professional setting with the professors who teach them in their doctoral studies.

Evaluation of Students

The students are registered for CSE 289 - Clinical Experiences in the Secondary School and CSE 290 - Principles of High School Teaching. They receive a letter grade for each course.

The grade for CSE 289 is based on the course instructor's evaluation of the student's performance as a teacher aide during the two clinical experience placements, on the course instructor's evaluation of the student's reports required as a part of each of the clinical placements, and on the evaluation of each of the two public school teachers with whom the student was placed as a teacher aide.

The grade for CSE 290 is based on the evaluations of the various course instructors with whom the student worked during the interaction analysis and microteaching portions of the Block. The student is evaluated on both his/her mastery of the individual microteaching skills and on his/her overall development of teaching behaviors throughout the entire course. Evaluations of each microteaching session, the final presentation, interaction analysis skills, and overall growth are considered in determining the CSE 290 grade.

The evaluation process of the CSE 289-290 Block is strengthened by the inclusion of a mid-semester conference. Each student confers privately with his/her group instructor and is informed of the evaluations to that point in the semester regarding microteaching, teacher aide work, written assignments, and overall participation in the course. The conference offers both the student and group instructor opportunity to discuss the student's strengths

and weaknesses and to arrive at mutual agreements concerning any areas in which the student needs to improve.

One of the problems of the original Secondary Education curriculum was the admission to and retention in the College of Education's Teacher Education Program based largely on information of a transcript/student records nature. The CSE 289-290 Block allows Secondary Education faculty ample opportunities to determine strengths and weaknesses of students on several levels during the sophomore year. Those persons with the desire and skills necessary for secondary teaching can be encouraged. Those students who need additional counseling and assistance can be identified and helped. Those students who do not have the desire or skills to work in secondary schools can be counseled into other areas of study fairly early in their collegiate career.

The extensive work in developing teaching skills and the extensive experience in secondary school settings offered by the CSE 289-290 Block lead some students to the decision that teaching is not a viable career option. It is preferable that students have an opportunity to make such decisions at the sophomore level. Under the old curriculum, the students' first large scale experiences with teaching and the realities of day to day secondary school operation occurred during Student Teaching in the senior year. At that stage of one's collegiate career, a decision regarding a change of college degree becomes extremely difficult.

Evaluation of the 289-290 Block

The Block was first taught during spring semester, 1976. During that semester and the fall semester, 1976, the 289-290 courses were evaluated by students, instructors, and public school teachers. The course instructors and public school teachers were very favorable to all aspects of the block program. The only negative aspects of the student evaluation were:

1. A lack of student understanding about the objectives and evaluation

during their last week as student teachers. For the semesters of spring, 1978 - fall, 1978 - spring, 1979 - fall, 1979 - and spring, 1980, 206 student teachers who had taken the 289-290 Block responded to the following questions. The number of responses and percent of responses is indicated for each of the three answers provided for each question.

Were your teacher aide experiences in the CSE 289-290 Block course valuable in preparing you for student teaching?

A.	Very valuable	122 responses or	59.2%
B.	Somewhat valuable	60 responses or	29.1%
C.	Of little or no value	24 responses or	11.7%

Were the microteaching, interaction analysis, classroom management, etc. activities in the on-campus portion of the CSE 289-290 Block course valuable in preparing you for student teaching?

A.	Very valuable	120 responses or	58.3%
B.	Somewhat valuable	54 responses or	26.2%
C.	Of little or no value	32 responses or	15.5%

Conclusion

We have attempted in the preceeding pages to describe in detail the reasoning behind and the operation of the 289-290 Block. We feel the Block is unique in several respects and offers numerous advantages over the previous curriculum sequence. The following items represent a summary of the unique characteristics and positive attributes which the 289-290 Block contributes to our total teacher preparation program.

1. The study of teaching skills and verbal behaviors at the sophomore level allows the student to integrate experience and knowledge from other professional courses at an earlier stage in his/her collegiate career.
2. The blend of skills learned through the combination of microteaching and interaction analysis is of more positive benefit than the study of either microteaching or interaction analysis as separate teacher training methods.
3. The intense study of teaching skills coupled with extensive clinical

experiences produces a mutual reinforcing effect. The students relate both positive and negative seconday school teacher behaviors observed during their clinical experiences to the microteaching skills and interaction analysis study. The on-campus teaching skills study enables students to be more precise and critical observers of the realities of secondary teaching during their two clinical experiences.

4. The earlier exposure of students and Secondary Education faculty to each other through the mechanism of the 289-290 Block leads to better student advising and better selection and retention of students into the Teacher Education Program.

5. The knowledge and experiences gained by students in the 289-290 Block better prepares them for their Methods of Teaching course, the Foundations of Education course, and Student Teaching. This level of sophistication on the part of the students enables the instructors in their junior and senior level courses to teach from a more realistic point of view. Thus, the students are not heavily educated in theoretical principles and little else.

6. The 289-290 Block gives students concrete knowledge and experience on which to base decisions regarding their selection of career.

7. The low student to instructor ratio in the 289-290 Block not only aids in the overall teaching of the courses, it gives the Block a humanistic dimension not possible in courses with larger numbers of students or smaller numbers of instructors.

8. The 289-290 Block is competency based to the degree that students do not just study <u>about</u> how to teach. The students must actually demonstrate proficiency in the performance of various types of teaching skills and behaviors.

9. The common vocabulary of teaching skills, behaviors, and actions (set induction, higher order questions, accepting students' feelings, etc.)

developed by both faculty and students in the 289-290 Block allows student teaching supervisors and student teachers to more effectively communicate regarding the student's progress during Student Teaching.

10. The 289-290 Block provides an excellent undergraduate level teaching experience for doctoral students in the Secondary Education Program.
11. The clinical experience component of the 289-290 Block strengthens the relationship of the Secondary Education Program with local secondary schools. The help given to teachers by Block students is viewed in a positive way, and the supervision of teacher aides by Block instructors gives the faculty contact with the schools that is unavailable through other means.
12. Public school secondary teachers willingly accept 289-290 Block clinical placements. Several years of experience of working with teacher aides and their Block supervisors have produced an increased level of sophistication on the part of local secondary teachers. Because of their positive experiences with teacher aides, local teachers now involve the Block students more quickly in the activities of the classroom, expose the students to a wider variety of experiences, and allow the students to participate in teaching in numerous ways. The teaching experiences of the Block students prior to their Methods of Teaching course have improved the students' readiness for instruction in teaching methodology.

The Alabama State Board of Education has mandated a course in Teaching Reading in the Content Field for all middle school/junior high school, and high school teacher education students. Because of the success of the 289-290 Block as a sophomore level experience, current plans call for the block teaching of the Methods of Teaching course and the new Reading in the Content Field course at the junior level. The plan is to teach the two courses with a two hour format of class time on a five day per week basis and to include a four or five week clinical experience. It is hoped that the positive aspects

of integrating instruction and clinical experiences that have been developed in the 289-290 Block can be continued in this new junior level block of courses.

APPENDIX A

Interaction Analysis Teaching Materials

Teaching materials for the Amidon-Flanders 10 category interaction analysis system may be obtained from:

Paul S. Amidon and Associates, Inc.
1966 Benson Avenue
St. Paul, Minnesota 55116
Phone: (612) 690-2410

Specific references include:

Nelson, Robin & Amidon, Edmund SKIT Supervisors' Guidebook, 1969

Moskowitz, Gertrude & Amidon, Edmund SKIT Skill Exercise Book, 1969

Amidon, Edmund, Amidon, Peggy & Rosenshine, Barak SKIT Work Manual, 1969

Amidon, Peggy & Amidon, Edmund SKIT Workbook, 1969

Amidon, Edmund J. & Flanders, Ned A. The Role of the Teacher in the Classroom: A Manual for Understanding and Improving Teacher Classroom Behavior, 1971

APPENDIX B

Microteaching Materials

Booklets and films for the microteaching skills may be obtained from:

Silver Burdette
General Learning Press
250 James Street
Morristown, New Jersey 07960

Specific references include:

The following titles were authored by Dwight W. Allen, Kevin A. Ryan, Robert N. Bush, and James M. Cooper. All titles were published by General Learning Corporation, 1969. Each book title contains all information on each microteaching skill and accompanying 16mm film. Availability of books and films in secondary and elementary versions is listed.

Response Repertoire (combined secondary/elementary book)
- Verbal Responses (combined secondary/elementary film)
- Nonverbal Responses (combined secondary/elementary film)
- Verbal and Nonverbal Responses (combined secondary/elementary film)

The following books and films are available in both an elementary version and a secondary version.

Creating Student Involvement
- Set Induction
- Stimulus Variation
- Closure

Questioning Skills
- Fluency in Asking Questions
- Probing Questions
- Higher Order Questions
- Divergent Questions

Increasing Student Participation
- Reinforcement
- Recognizing Attending Behavior
- Silence and Nonverbal Cues
- Cueing

Presentation Skills
- Completeness of Communication
- Lecturing
- Use of Examples
- Planned Repetition

References

Amidon, E. J., & Flanders, N. A. The role of the teacher in the classroom: A manual for understanding and improving teacher classroom behavior. St. Paul, Minnesota: Association for Productive Teaching, 1971.

Chilcoat, M. J. A pilot study for determining the effects of microteaching and interaction analysis on the verbal behavior of selected social studies student teachers. Unpublished doctoral dissertation, University of Alabama, 1975.

Dunn, J. D. The effects of instruction in interaction analysis and microteaching on the verbal and nonverbal teaching behaviors of selected home economics student teachers. Unpublished doctoral dissertation, University of Alabama, 1978.

Lackie, J. C. The perceptions and verbal behavior of student teachers as influenced by competency and non-competency based programs of teacher education. Unpublished doctoral dissertation, University of Alabama, 1978.